Course-based Embedded Hours Internship Log – EDLD 5364 Teaching with Technology

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
5364	**Teaching with Technology**	**12**

Description of the Assignment/Performance Tasks (see Appendix I)	**As a campus professional development activity, create a wiki-based study group with 8 teachers leading and support teachers who analyze data related to student learning, create a lesson Universal Design for Learning at the CAST Lesson Building, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.**
• The knowledge you gained from the assignment. (2 points) • The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). • The relation of information gained to personal experience. (2 points) • Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4) • insights into the patterns of interactions of colleagues.(2 points) • group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) • notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) • questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) • Issues that puzzle you. (2 points) (Minimum of 250 Words)	This course presented completely new information to me. Some of it fun and easy to understand. Some of it a little bit difficult and not so easy to do. I thoroughly enjoyed building a book with the online book building site. What a great idea for teachers! It was an innovative way to incorporate concepts learned in the classroom with a fun interactive book and it also provided a great way for students with disabilities to become involved in the learning process. They could read about content in an exciting way and could use the book as an interactive tool to be involved with the rest of the class. I also thought it was a great way to review at home. I could make a book about the content we have learned and provide a link for students to view and review with their parents at home. The possibilities are endless with this new program. Standards were definitely interwoven in this activity. I was able to integrate technology productivity tools (TF-III.A), use technology to support different types of student needs (TF-III.B), and use content standards to build lessons (TF-III.E). It was a very technology rich learning experience and it was pertaining to my every day way of teaching. The part I found a little confusing and frustrating was the google doc portion. I now understand the importance of learning how to create documents using this application but at the time did not think it such a priority. I can see how this would work very well in our everyday lives. Not only do we have sharing access using this application, but we have the ability to use a program that we would otherwise have to update with expensive fees to keep on our computers. I like this idea very much and relish the idea of using it in my classroom. It would be exciting to have students create documents together using this tool and share with other students or simply have a central place to edit and brainstorm with one another. It's also a great tool for students to use that may not have an updated computer with all Office applications on it. They could simply log in and create assignments from anywhere. It puzzles me why we are not using this program more in our schools and especially being in a school of predominantly low income students. This would be a great asset for us to use with our students. Questions about why we aren't using this and what we can do to create an environment of openness to it are questions I need to ask my supervisor. Perhaps she would know why we are holding back on such a great tool for our students. I noticed in the group interaction for creating the book online and the lesson plan online that my partners were well versed in this area and would have loved to know the ins and outs that they did. We were; however, very involved with our assignment and it was Christmas time so we did not have time to dive into that. My team interacted very well with one another and we enjoyed working together on almost all the group projects we were given throughout this experience. Tammy and LeAnn were the tech experts for us and Kim I. was definitely the leader of the group. I handled the creativity aspect. Our group was extremely well suited for one another.